HARPER-ARCHER ELEMENTARY SCHOOL GO TEAM BUSINESS MEETING #2

Where we are – Where we're going

Tuesday, October 24, 2023

5:00 PM

Dr. Crystal J. January, Principal

WHERE WE ARE

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.
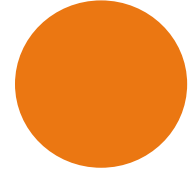
TIMELINE FOR GO TEAMS

We are **HERE**

1

Fall 2021
GO Team Developed 2021-2025 Strategic Plan

2

Summer 2023
School Leadership completed Needs Assessment and defined overarching needs for SY22-23

3

August 2023
School Leadership completed 2023-2024 Continuous Improvement Plan

4

Sept. – Dec. 2023
Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

5

Before Winter Break
GO Team will take action (vote) on the rank of the strategic plan priorities for SY24-25 in preparation for budget discussions.

DISCUSSION ITEMS

Current Strategic Plan

Continuous Improvement Plan
>Needs Assessment
>SMART GOALS
>Action Plan

MAP Data
>Data Protocol

CURRENT STRATEGIC PLAN

Strategic Plan 2021-2025

Mission: Lovingly preparing all scholars to blaze a path towards their college and career choice

HARPER ARCHER ELEMENTARY EST 2019

Vision: To become a high-achieving, supportive, thriving and equitable community of college and career ready scholars, exper educators, and engaged parents and partners

SMART Goals

Increase the % of grades 3-5 students scoring proficient or above in reading	Increase the % of grades 3-5 students scoring proficient or above in math	Increase the % of grades 3-5 students being present at least 90% of days enrolled

APS Strategic Priorities & Initiatives

School Strategic Priorities

School Strategies

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

1. Cultivate a school – wide literate and numerate community in which scholars read, write, speak, and think with clarity, confidence, and fluency across the curriculum
2. Strengthen teaching and learning experiences

1. Implement high quality, rigorous, and culturally relevant and linguistically responsive curriculum with fidelity in all core content areas and instructional best practices in Tier 1 Instruction
2. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students
3. Utilize data to drive all instructional decisions and ensure equitable outcomes for all students.
4. Strengthen the implementation of signature programming across all schools

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

1. Advance comprehensive wrap around services

5. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans
6. Build additional time and support for struggling learners

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

1. Provide equitable access to high quality teacher and leader development
2. Enable strategic staffing support.

7. Strengthen the content, planning, and implementation of instructional training, support and coaching
8. Provide equitable opportunities for differentiated professional learning

1. Invest deeply in and foster adult wellness

Creating a System of School Support
Collective Action, Engagement & Empowerment

9. Create and ensure staff has adequate time to utilize a staff wellness room
10. Provide additional planning and preparation time for instructional staff
11. Partner with families and the community to address the needs of all students
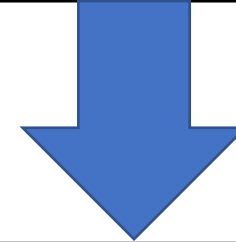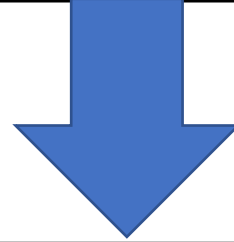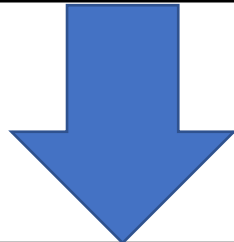
Needs Assessment

UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES	
Strengths	Challenges
Increased developing and above in ELA by 2.3%.	Too few scholars are in the proficient and higher categories.
Increased developing and above in math by 4.3%.	Too few scholars are in the proficient and higher categories.
Increased CCRPI attendance by 7.8%.	Too few scholars are in the proficient and higher categories.

Our Overarching Needs		
Literacy: Increase the numberf of scholars in reading performance at or above grade level	Numeracy: Increase the number of scholars performing at or above grade level in mathematics	Whole Child & Intervention: Increase the number of scholars present in school

Literacy Problem Statement	Numeracy Problem Statement	Whole Child & Intervention Problem Statement
8% of scholars are performing at proficiency or higher in literacy on the EOG GMAS assessment	12% of scholars are performing proficiency or higher in mathematics on the EOG GMAS assessment.	52. 1% of scholars attended school 90% of the days enrolled

Our Overarching Needs: Elementary & Middle Schools		
Literacy: Increase the number of scholars in reading and performance or above grade level	Numeracy: Increase the number of scholars performing at or above grade level in mathematics	Whole Child & Intervention: Increase the number of scholars present in school

Root Cause		
Increase the number of scholars in reading and performance or above grade level	Need for effective use of dedicated time for teachers to engage with content experts to internalize and practice to execution	Increase the number of scholars present in school

Root Cause Analysis

Why?	Why?	Why?
Lack of consistent grade level appropriate instruction with appropriate scaffolds that meet the unique needs of scholars in every classroom	Inconsistent daily high-leverage instructional practices	Lack of deep engagement in school and class

Why?	Why?	Why?
Lack of PL sessions that include consistent data usage, small, clear next steps for targeted small groups, and practice teaches	Lack of professional knowledge & pedagogy	Lack of interest in the content

Why?	Why?	Why?
Lack of teacher clarity and prep work prior to PLC	Lack of sufficient use of dedicated time for professional learning, internalization, content development, and sufficient practice	Lack of sufficient personalization of content (scaffolded targeted instruction, relevance, student goal-setting and reflectio)

Why?	Why?	Why?
Lack of consistent curriculum implementation	Lack of prep work and lack of knowledge (general degrees)	Fewer student-centered, project-based, higher order opportunities to lead in exploration, gathering information, creating products, analyzing products, and evaluating products

Why?	Why?	Why?
Lack of prep work and lack of knowledge (general degrees)		

Our Overarching Needs		
Literacy: Increase the numberf of scholars in reading performance at or above grade level	Numeracy: Increase the number of scholars performing at or above grade level in mathematics	Whole Child & Intervention: Increase the number of scholars present in school

SMART Goals (Elementary and Middle Schools)		
By the end of the 2024 academic year, literacy achievement will increase by a minimum of 5% evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 8% to 13%.	By the end of the 2024 academic year, numeracy achievement will increase by a minimum of 5% evidenced by the number of scholars scoring proficient or higher on EOG increasing from 12% to 17%.	The percentage of chronically absent students (rates less than 9%) will decrease by at least 5 percentage points from 45.1% May 2023 to 40.1 % by May 2024.

Subgoals by Grade Level		Subgoals
3rd Grade - Studnets scoring proficient or higher will increase from 15% to 20% on the EOG. (based upon MAP projection). 4th Grade - Students scoring proficient or higher will increase from 6% to 11% on the EOG. 5th Grade - Students scoring proficient or higher will increase from 9% to 14%.	3rd Grade - Students scoring proficient or higher will increase from 15% to 20% on the EOG. (based upon MAP projection) 4th Grade - Students scoring proficient or higher will increase from 7% to 12% on the EOG. 5th Grade - Students scoring proficient or higher will increase from 10% to 15%.	The ADA percentage for each grade level will increase by at least 5% from May 2023 to May 2024. PK: 90% K: 90% 1: 93% 2: 94% 3: 95% 4: 91% 5: 91%

Progress Monitoring Measures		
Douglass Cluster Schools will use the GaDOE Instructional Observation Tool for Informal Walkthrough: MAP Universal Screener FUNdations assesment s (K-2) iRead, System 44, Read 180 ReadyGen Assessments CFA data	Douglass Center Schools will use the GaDOE Instructional Tool for Informal Walkthrough : MAP Universal Sctreener uiReady Mathematics diagnostic (3 times/year) Do the Math Mid-module assessments Pre and Post CFA data	Classroom Monitor Attendance Dashboard

Elementary & Middle Schools Literacy CIP Goal:						
By the end of the 2024 academic year, literacy achievement will increase by a minimum of 5% evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 8% to 13%.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Ensure planning of high-quality instruction by unpacking essential standards in the unit internalization, data analysis, and practice teaching every 2 weeks.	Instructional Coaches STEM Specialist, Master Teacher Leader, Principal	August - May Bi-Weekly PLC Bi-Weekly Art Collaboration Planning	Utilitization of lesson internalization protocol and PLC observation form (GADOE HIP CIP Rubric).	Data from PLC observations will show proficiency in instructional delivery as well as standard mastery for students based on weekly common assessments/tasks.	General CARES	Curriculum & Instruction, Data, Personalized Learning, Whole Child & Intervention
Ensure high quality delivery of standards-based instruction through use of the GADOE instructional walkthrough tool with a focus on tier 1 checks for understanton	Instructional Coach Assistant Principal Principal	August - May Weekly	Utilitization instructional awareness walkthrough tool.	Assessment Usage, Strategies, and academically challenging enviornment (TKES 5,6,8) will be the focus to ensure a high percentage of teacher scoring profiency in these specific domains	General CARES	Curriculum & Instruction, data, Personalized Learning, Whole Child & Interventon
Expand personalized learning to increase student ownership of reflection of their learning and data through targeted instruction	Teacher Leader, Assistant Principal,	October - May Monthly Updates	Scheduling student data talk sessions for reflection and goal setting and scheduling time for students to update their own data tracker based on weekly common assessments, intervention data, and MAP data	Review of data tracker forms and feedback reflection from the data talks. Teacher will have a small group data form to ensure students are placed in small groups based on real-time data	General	Personalized Learning

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Ensure ELL's consistently engage in the HMH Platform or Lexia at least 45 minutes weekly to engage in personalized supplemental practices and intervention to enhance the development of their literacy skills	ESOL Teacher, Intervntion Specilialist	August-May	Data collection from HMH platform and/or Lexia	Review common tasks of subgroup to increase profiency week to week	District Funds	Curriculum and Instruction
Consult with SELT & ESOL teacher regarding professional learning opportunities for teachers and paraprofessional	SELT, ESOL Teacher, Principal	September - May	Monthly PL and Weekly data meetings	Survey feedback form from PL and GADOE observation tool to ensure tranferance from PL to classroom instructional	General Funds	Curriculum and Instruction
Ensure personalized learning focused on targeted small group instruction and reflection and goal setting	SELT, Assistant Principal, Principal	August - May	Baseline data collection from PL	Classroom observations to ensure implementation of SDI in the classroom which in evident through an increase profiency in student data	General Funds	Curriculum and Instruction

Elementary & Middle Schools Numeracy CIP Goal:						
By the end of the 2024 academic year, numeracy achievement will increase by a minimum of 5% evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 12% to 17%.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Ensure planning of high-quality instruction by unpacking essential standards in the unit internalization, data analysis, and practice teaches every 2 weeks	Instructional Coaches, STEAM Specialist, Master Teacher Leader, Principal	August - May Bi-Weekly, PLC Bi-Weekly Art Collaboration, in Planning	Utilitization of lesson internalization protocol and PLC observation form (GADOE HIP CIP Rubric).	Data from PLC observations will show proficency in instructional delivery as well as standard mastery for students based on weekly common assessments/tasks.	General	Curriculum & Instruction
Ensure high quality delivery of standards-based instruction through use of the GADOE instructional walkthrough tool with a focus on tier 1 checks for understanding	Instructional Coach, Assistant Principal, Principal	August - May Weekly	Utilitization instructional awareness walkthrough tool	Assessment Usage, Strategies, and academically challenging enviornment (TKES 5,6,8) will be the focus to ensure a high percentage of teacher scoring profiency in these specific domains	General	Curriculum & Instruction, Date, Personalized Learning, Whole Child & Intervention
Ensure personalized learning focused on targeted small group instruction and reflection and goal setting	Teacher Leader, Assistant Principal	October - May Monthly Updatesl	Scheduling student data talk sessions for reflection and goal setting and scheduling time for students to update their own data tracker based on weekly common assessments, intervention data, and MAP data			Personalized Learning

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Consult with SELT & ESOL teacher regarding professional learning opportunities for teachers and paraprofessional	SELT, ESOL Teacher, Principal	September-May	Survey from, O3 meetings	Survey feedback form from PL and GADOE observation tool to ensure tranferance from PL to classroom instructional	General Funds	Curriculum and Instruction
Provide ongoing professional learning and monitor the implementation of Specially Designed Instruction	SELT, Assistant Principal, Principal	August-May	Observations and feedback data	Classroom observations to ensure implementation of SDI in the classroom which in evident through an increase profiency in student data	General Funds	Curriculum and Instruction

Whole Child & Intervention CIP Goal:						
The percentage of chronically absent students (rates less than 9%) will decrease by at least 5 percentage points from 45.1% in May 2023 to 40.1% by May 2024.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Hold weekly Whole Child Intervention Team meetings to identify and address barriers to student attendance, wellness and student success.	Principal, Social Worker, CIS, Assistant Principals, Counselors, SEL Coach, MTSS Specialist, Attendance Specialist, Nurse, Business Manger	August-May	Infinite Campus Contact Log, Google forms, Meeting Agendas, Care Team Spreadsheet	Attendance Clerk Spreadsheet and APS Graphs Chronic Absence dashboard and the ADA dashboard.	General Funds	Whole Child & Intervention
Monitor the completion of action items assigned at weekly Whole Child Intervention Team meetings to ensure scholar needs are met	Principal, Assistant Principal	August - May	Care Team Minutes, Care Team Spreadsheet	Attendance Clerk Spreadsheet and APS Graphs Chronic Absence dashboard and the ADA dashboard.	Family Engagement Funds	Whole Child & Intervention

Additional Action Steps required for subgroup populations.						
Action Step	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	Funding Source	APS 5
Reduce number of Black students in the high-risk category for attendance from 28% to 18% during the 2023-2024 school year.	Attendance Team	Aug-May	Pull targeted subgroup data week to week to identify and track students at risk within this subgroup	APS Graphs, Communication logs from attendance team	Family Engagement	Whole Child and Intervention

Short Term Action Plan

School Name: Harper Archer ES	SES Name: Devonne Harper, Ed. D.
Date STAP Started: August 1	Length of STAP: 45 days

School Improvement Plan Goal #1: By the end of the 2024 academic year, literacy achievement will increase by a minimum of 5% evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 8% to 13%.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures are addressed with this action step?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What measurable goal will be established for action step implementation?	What measurable goal will be established to show impact of action step on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?	Was this action step completed? Attach final CIT agenda that documents completion.
1. Monitor the effectiveness of the ELA lesson and unit internalization protocol within the PLCs.using the GaDOE High Impact Practice Rubric for **Collaborative Planning,** focusing on **Standard 3- Needs Assessment, Standard 12- Metrics, Standard 13- Action Plan, and Standard 14- Progress Monitoring**	CI-1, CI-2, PC-2	Grade level CP schedule, GADOE CP HIP observation Rubric, CP observation schedule, GSE ELA standards, ELA CFAs, BOY MAP data	Feedback and PL from curriculum specialist/coordinator, CP protocols, Units of Study, scope, and sequence.	100% of teacher teams will perform at Operational (on at least __% of components) during bi-weekly collaborative planning observations using the GaDOE HIP CP rubric	At least 80% of students will score at or above 80% mastery on the bi-weekly school-level common assessments, with a 95 % participation rate.	CIT/ILT mtg. dates: 9/5, 9/11, 9/21, 9/25, 10/5	Assistant Principal- Ms. Weems	

2. Monitor the implementation of the ELA reteach plans using the Reteach observation tool.GADOE HIP instructional walkthrough tool	CI-2, CI-4, EL-3	HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule provided weekly in advance before observations, observation data	Learning walk observation tools, for Tier 1 instruction, intervention programs	80% of teachers will be evident using the reteach observation tool, monthly.	At least 80% of students will score at or above 80% mastery on the bi-weekly school-level common assessments, with a 95 % participation rate.	CIT/ILT mtg. dates: 9/5, 9/11, 9/21, 9/25, 10/5	Assistant Principal- Dr. Massey-Winds	
3.								
4.								
5.								

School Improvement Plan Goal #2: By the end of the 2024 academic year, numeracy achievement will increase by a minimum of 5% evidenced by the number of scholars scoring proficient or higher on the EOG increasing from 12% to 17%.								
School Action Steps	**GSCI Systems and Structures**	**Resources**	**District Support**	**Implementation Measurable Goal**	**Student Progress Measurable Goal**	**Impact Check Dates**	**Position Responsible**	**Completion of Action Step**
What action steps will the school team implement to meet this goal?	What systems and structures are addressed with this action step?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What measurable goal will be established for action step implementation?	What measurable goal will be established to show impact of action step on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?	Was this action step completed? Attach final CIT agenda that documents completion.

1. Monitor the effectiveness of the math lesson and unit internalization protocol within the PLCs.using the GaDOE High Impact Practice Rubric for Collaborative Planning, focusing on Standard 3- Needs Assessment, Standard 12- Metrics, Standard 13- Action Plan, and Standard 14- Progress Monitoring	CI-1, CI-2, PC-2	Grade level CP schedule, GADOE CP HIP observation Rubric, CP observation schedule, GA Math Standards, math CFAs, BOY MAP data, Envision instruction materials	Feedback and PL from curriculum specialist/coordinator, CP protocols, Units of Study, scope, and sequence.	100% of teacher teams will perform at Operational (on at least ___% of components) during bi-weekly collaborative planning observations using the GaDOE HIP CP rubric	By September 29, 85% of students will perform at 75% mastery as measured by the bi-weekly math CFA with 95 %participation rate.	CIT/ILT mtg. dates: 9/5, 9/11, 9/21, 9/25, 10/5	Mr. Free	
2. Monitor the implementation of the math reteach plans using the Reteach observation tool.GADOE HIP instructional walkthrough tool	CI-2, CI-4, EL-3	HIP Classroom Observation Instructional Awareness Walkthrough Tool, Rubric, observation schedule provided weekly in advance before observations, observation data	Learning walk observation tools, for Tier 1 instruction, intervention programs	80% of teachers will be evident using the reteach observation tool, monthly.	At least 80% of students will score at or above 80% mastery on the bi-weekly school-level common assessments, with a 95 % participation rate.	CIT/ILT mtg. dates: 9/5, 9/11, 9/21, 9/25, 10/5	Assistant Principal- Mr. Free	
3.								
4.								
5.								

School Improvement Plan Goal #3 Goal #3: The percentage of chronically absent students (rates less than 9%) will decrease by at least 5 percentage points from 45.1% in May 2023 to 40.1% by May 2024.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible	Completion of Action Step
What action steps will the school team implement to meet this goal?	What systems and structures are addressed with this action step?	What resources are needed to implement the action step?	What support, if any, will the district provide to implement this action step?	What measurable goal will be established for implementation?	What measurable goal will be established to show impact on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?	Was this action step completed? Attach final CIT agenda that documents completion.
1. Monitor the implementation of the Whole Child Intervention Team wraparound services to identified students, bi-weekly.	SL-1, FC-2	Student attendance data from APS Graphs, attendance incentives, HAES Attendance Protocol, attendance reporting schedule	APS Graphs, APS Attendance Policy	100% of the team will ensure students are identified and wraparound services are provided based on the running bi-weekly agenda.	At least 40% of students are not chronically absent based on monthly attendance data.	CIT/ILT mtg. dates: 9/5, 9/11, 9/21, 9/25, 10/5	Attendance Specialist	
2.								
3.								
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5.								

MAP DATA

SPRING MAP RESULTS

Math

School	Window	Exams			
Harper-Archer ES	Spring 2022-2023	366	60%	33%	6%

Reading

School	Window	Exams			
Harper-Archer ES	Spring 2022-2023	378	61%	25%	13%

FALL MAP RESULTS

Math

School	Window	Exams			
Harper-Archer ES	Fall 2023-2024	324	54%	40%	6%

Reading

School	Window	Exams			
Harper-Archer ES	Fall 2023-2024	324	61%	28%	9%

GO TEAM DISCUSSION: DATA PROTOCOL

- What do you notice?

- What are your wonderings?

- What additional questions do you have?

STRATEGIC PLANNING WILL HELP YOU FULLY UNCOVER YOUR AVAILABLE OPTIONS, SET PRIORITIES FOR THEM, AND DEFINE THE METHODS TO ACHIEVE THEM.

Robert J. McKain

WHERE WE'RE GOING

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before the end of Fall Semester, we will take **Action** (vote) on ranking our strategic priorities for the 2024-2025 school year.

Let me or the Chair know of any additional information you need for our future discussion.
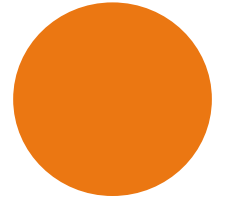
PRINCIPAL'S REPORT

HAES UPDATES

ENROLLMENT UPDATE

- No-show report – 58 no-shows

  - 43% transferred to other GA schools

  - 28% transferred to APS schools

  - 26% unable to reach

  - 3% transferred to Atlanta Heights Charter

  - Darron Village Apartments closed for remodeling

  - Harvest Oaks Apartments closed

FAMILY ENGAGEMENT EVENTS

- Blazing Brushes APTT & PBL Showcase -10.17.2023

- Curriculum Conversations – 9.27.2023

HAES UPDATES

CELEBRATIONS

- Debate Team Winners – 5th grade
- Coach Davis won an Active Floor for HAES
- Hispanic Heritage Month celebrations

FIELD TRIP EXPERIENCES

- CEP Trips – Botanical Gardens, Alliance Theatre, Atlanta Symphony
- Dance Team
  - CEP Kickoff celebration
  - Walk with AMAL
- Braves STEM Day – 4th grade scholars
- Pete the Cat Author Visit – Atlanta Library

HAES UPDATES

TRAINING

- Dance conference – Ms. Perrymond

- PE conference – Coach Davis

- GA STEAM Conference – 5 attendees

- GA Math Conference – 4 attendees

- SDI – Co-Teaching

- Progress Monitoring

- REAP

- Mindset – De-escalation

- Leverage Leadership
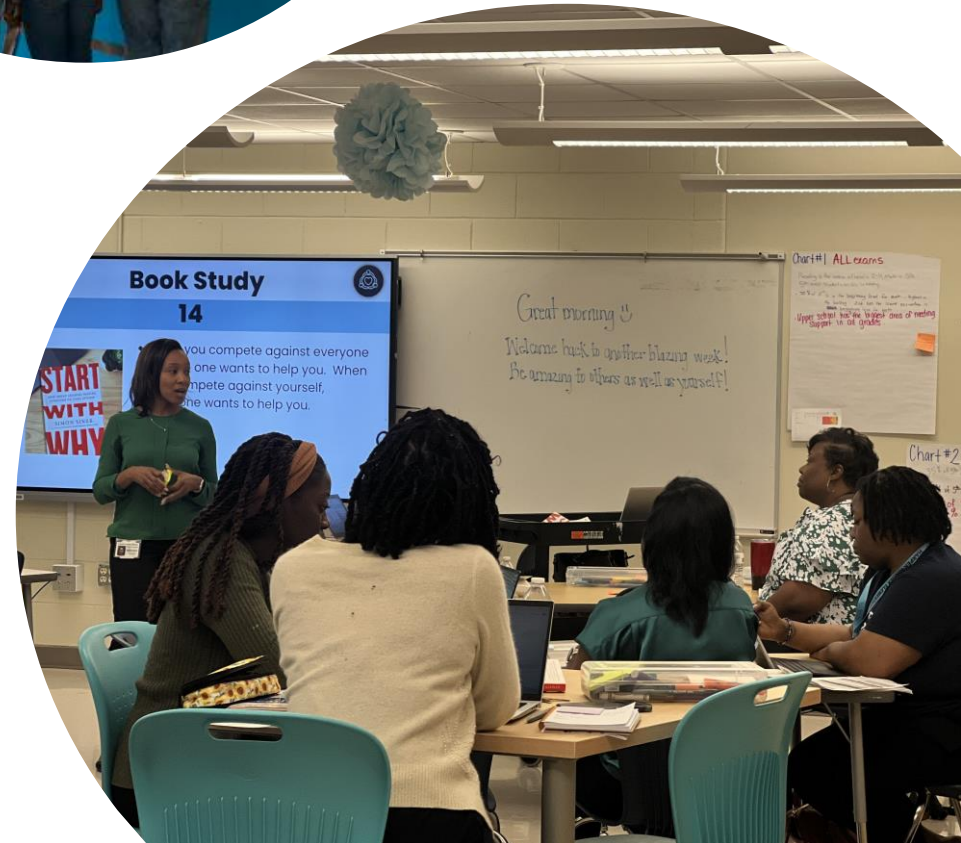
HAES UPDATES

PARTNERSHIP UPDATES

- KITES (Kids Interested in Technology, Engineering, and Science) Festival – 10.27.2023
- Spelman STEM program
- The Launch Pad
  - We Read Together – Literacy tutorial with Morehouse students 2nd & 3rd grade
  - Male mentoring program with Mr. Green, counselor, 4th & 5th grade boys
- Keysight Atlanta – working with our ASAS scholars
- Deloitte – Financial Literacy kick-off in November

THANK YOU